

LOCKERLEY GOVERNORS' ANNUAL STATEMENT AND IMPACT REPORT 2023-24

School Improvement Plan (SIP)

Our Governor work co-operatively with the Headteacher and Assistant Headteacher in the writing and monitoring of the School Improvement Plan. The SIP details aims for the forthcoming year. The current SIP lays out clear strategies and teaks, with attached action plans detailing who is responsible for carrying these out and the resources required. Impact measures, monitoring procedures and tasks for the Governing Body are also highlighted in the SIP

School Improvement Foci for 2023 – 2024

To achieve our outcome for children's learning, all areas of work will be focused on four core priorities:

Quality of teaching and learning

- To raise attainment in maths and writing, in particular at the end of Y4 and Y6, for children identified as vulnerable. (English & Maths Action Plan)
- To ensure SEN practice impacts across whole school. (Vulnerable Groups Action Plan)
- To improve the quality of teaching and learning by developing an inclusive practice through collective teacher efficacy. (Teacher Efficacy Action Plan)

Leadership & Management

- To improve cohesive and effective leadership skills which will translate into the improvement of teaching and leading the curriculum overtime. (Leadership Action Plan)
- To ensure effective monitoring and filtering systems are in place to enable children to work safely online. To develop a monitoring cycle of safeguarding training and effectiveness. (Safeguarding Action Plan)
- To improve USP of school and increase number of children on roll. (Increase Number on Roll Action Plan)

Behaviour & Attitudes

- To reduce the number of children that are persistently absent from school. (Attendance Action Plan)
- To evaluate the effectiveness of the school's theologically rooted Christian vision in preparation for the SIAMs visit 2024 -25. (SIAMs Action Plan)
- Effectively use resources to ensure disadvantaged children make progress & improve attainment. (Vulnerable Groups Action Plan)

Personal Development

- To develop an outdoor curriculum which has meaningful links across the curriculum. To improve mental health of all pupils by promoting an active lifestyle and develop a love of the great outdoors. (Outdoor Learning Action Plan)

Early Years

- To develop a play-based curriculum throughout both continuous provision and enhanced provision so all children make good progress against their comparable peers nationally. (EYFS Action Plan)
- To ensure the foundations are laid for a strong phonic understanding and a love of reading to increase the % of children meeting phonic expectations by the end of Y1 (English Action Plan)

Governor Visits

The Governor visits the school as part of their monitoring of the SIP and specific issues. These visits are considered a valuable opportunity for the Governors to work closely with staff members. Each governor is aligned to a part of the SIP. During their visits the Governors may take part in a learning walk, pupil conferencing or meet with staff. This allows them to gauge a good understanding of policy, practice and procedure. Subject visits are scheduled prior to a SIP presentation at FGB meetings so findings from the visit can be fed back at the meeting leading to some further action planning

Governors regularly attend school open evenings, staff training, parent presentations and information evenings in order to engage with parents and seek feedback

Governor bi-annually execute a survey of parents, execute a survey of parents, response rates are good, the findings are analysed and reviewed at FGB, and action plans defined as required

Data Analysis

Governors have not undertaken Full Governing Body Training due to the loss of the SLA due to cost. This has been replaced by NGA support via their Gold membership for all Governors as we are yet to seek out the benefits of this

Verbal and written presentations followed by question and answer sessions with the Headteacher and Assistant Headteacher take place. In addition to this proves, the Governors scrutinise data and the monitoring of teaching and learning from all year groups in order to heighten awareness of focus groups and vulnerable areas, whilst maintaining governor knowledge

Further to the reports provided by the LA, the Governors seek to gain external verification of data and monitoring through independently commissioned LA inspections and audits, Ofsted inspections and consultants in areas of specialism specific to our SIP needs such as EYFS, English and Maths

Policies

Governors review all relevant statutory policies on a scheduled basis to ensure that all guidance is current, relevant and up to date using LA frameworks. Specific attention is paid to ensuring that the school complies with the Department for Education (DfE mandatory list

Staff Recruitment

Two Governors are trained in Safer Recruitment. Governors are involved in the recruitment and selection of all teaching and admin staff and use the appointment process to ensure high quality staff, who share the school's mission statement 'Believe Together, Achieve Together', vision and values, are appointed

Financial Management

The Governing Body has ongoing training in School Finance Management through LA training. The Governors work with school staff to achieve 'The Schools' Financial Value Standard and Assurance (SFVS) on an annual basis and undertake financial monthly controls of all aspects of financial management

The impact of the Governors' role in the school ensures that the budget is well managed and improvements are effective and continuous. Budgets are revised twice yearly and monitored over a three-year period

Pupil Premium (PP) is used solely for the educational benefit of the children eligible and governors ensure that this spending enables specific pupils to narrow attainment gaps between those children and their peers. The Headteacher and Governors publish their Pupil Premium Report which includes impact and proposed spending on the school's website

The Sport Premium is used to improve the quality of PE, Physical activity and sporting games activities for all pupils

Governors hold the Headteacher to account so that the Primary Sport Premium is used effectively and measures its impact on the outcomes for pupils. The Headteacher and Governors publish a full breakdown statement on the school website outlining the amount of Sport Premium received; of how it has been spent (or will be spent); what impact the school has seen on pupils' sport participation and attainment and how the improvements will be sustainable in the future

Governor Meeting Attendance

There have been ten Full Governing Body meetings in the year 23-24 and % of attendance is 75%

We have 1 parent governor vacancy

Governor Training and Protocol

The Governors have subscribed to the NGA and Learning Platform as a commitment to unlimited professional development. A self – evaluation remains outstanding to provide further training

SIAMs training took place led by Rev James Pitkin

Impact Statements

Impact is seen through the triangulation of evidence from data, evidence from pupil conferencing, their books and the execution of the actions plans that are made as a result. These are presented in FGB meeting through subject leader presentations and HT reports

School Improvement Foci for 2024 – 2025

To achieve our outcome for children's learning, all areas of work will be focused on four core priorities:

Quality of teaching and learning

- To embed the mastery approach to maths to increase the % of children achieving ARE by the end of year to be in line with county averages. (Maths Action Plan)
- To improve the rigorous teaching of spelling so that it is planned and sequenced resulting in an increase in the % of children achieving ARE in writing by the end of the year and that there is evidence of these skills embedded across the curriculum. English Action Plan)

Leadership & Management

- To create a theologically rooted Christian culture in which children and adults flourish. (Mental health, collective worship, attendance, CPD, Community, FST) Leadership Plan

Personal Development

- To improve the continual development of pupils' confidence and competence in spoken language and listening skills so pupils can thrive. This will be evidenced in the increased opportunities for oracy across the curriculum. English Action Plan)

Early Years

- To ensure the foundations are laid for a strong phonic understanding and a love of reading to increase the % of children meeting phonic expectations by the end of Y1. (English Action Plan)